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ABSTRACT

This document on understanding attitudes and feelings toward rules, laws, authority, and citizenship responsibility is intended as an aid to kindergarten teachers as they develop and implement a crime resistance program. The unit is part of a K-eighth grade project designed to promote and maintain positive student attitudes and behavior, to assist students in meeting their responsibilities, and to help them insure their own and other people's safety and welfare. Specific objectives of this kindergarten component are to help students examine personal feelings, understand the concept of responsibility, seek positive solutions to conflict, deal with strangers, learn names and addresses, learn what to do when lost, and view the police officer as a helper. Activities suggested to help meet these objectives include role playing, producing art projects, discussing issues in class, creating home and school responsibility charts, playing educational games, and participating in a traffic light game based on creative movement. For each activity, information is presented on the purpose, materials, and reinforcement questions. Student worksheets are provided wherever necessary. The unit concludes with a student reading list, a resource directory, and a glossary of terms. (DB)

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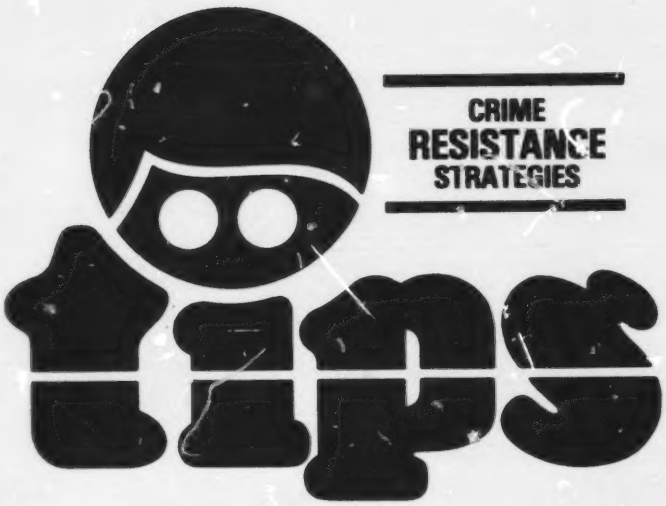


Teaching Individuals Protective Strategies
Teaching Individuals Positive Solutions

SO 013 448

1979
Charlottesville, Virginia

This curriculum guide was developed and produced by a team of educators from the Charlottesville City and Albemarle County School Systems. The project was federally funded and administered through the Virginia Department of Education.

ACKNOWLEDGMENTS

To develop a Crime Resistance curriculum requires more than usual dependence upon colleagues and friends. Crime Resistance is more than a name, topic, or label. Crime Resistance through education is a concept promulgated by Mr. Clarence M. Kelley, former Director of the Federal Bureau of Investigation. The concept embellishes the notion that a safer and more secure society will result when all its citizens more nearly meet their individual and societal responsibilities as expected in a free democratic society.

Mr. Kelley presented the concept to the Honorable Mills E. Godwin, Jr., former Governor of Virginia, who immediately perceived the potential and through Dr. W. E. Campbell, Superintendent of Public Instruction for the State of Virginia, initiated a Title IV-C funded program envisioned as having nationwide applicability. Dr. Campbell invited Dr. William J. Ellena and Dr. Clarence S. McClure, Superintendents respectively of the Charlottesville City and Albermarle County Schools, to develop and pilot such a program.

From the initial stages the project received the complete support and cooperation from all these gentlemen and various members of their staffs. Their assistance and encouragement have been constant and reassuring.

Special credit for research and writing should go to the project staff facilitators -- Mrs. Martha Bass, Mrs. Loreli Damron, Mrs. Joyce Page Brandt, Mr. Beauregard Payne, and Mrs. Manie Phillips. They have spent endless hours in curriculum development as well as going from school to school working with staff and students.

Chief John deKoven Bowen of the Charlottesville Police Department, Sheriff George Bailey of Albemarle County, and special FBI agents Frank Washburg and Anthony Rider have lent substantial encouragement and assistance. They and their staffs have spent many hours advising and serving as program resources.

Gratitude is expressed also to teachers and administrators who helped develop and field test the curriculum. Their countless suggestions and recommendations resulted in a high quality product.

A final word of thanks for a fine job done by Mrs. Kathie Morris for editing and proofreading and by Bob Sommers for layout and graphics. An expression of appreciation also goes to Mrs. Ellen Pitts, project secretary and typist. Without her efficiency, patience, and outstanding skills this work would not have been possible.

Scott Hamrick, Supervisor
TIPS Program

FOREWORD

TIPS is a kindergarten through high school program designed by and for educators.

The goals of the program are to:

- promote and maintain positive student attitudes and behavior
- assist students in meeting their responsibilities to help insure the safety and welfare of self and others.

It has been substantiated through numerous reports and juvenile crime statistics that attitudes of many youths toward rules, laws, authority and conflict settlement become more negative as youths grow older. These concepts are explored in an effort to improve interpersonal relationships, reduce criminal and quasi-criminal behavior and promote citizenship responsibilities. Safety measures are emphasized, alerting students at each grade level to their vulnerability to specific crimes and teaching preventive and protective measures.

The TIPS Program offers the classroom teacher a systematic and continuous plan for reaching the goals stated above. The Program is developmental in that it includes specific and complete grade level teacher plans and strategies. For economy and convenience, few materials are necessary. Other than the teacher's lesson booklet no other materials are needed. Student activity pages are included in the teacher booklet and may be reproduced. Films and other audio-visual materials are suggested and recommended.

Because of the format and content, all lessons can be effectively taught with minimum teacher preparation time. Any teacher who views this as a significant and highly interesting course of study will naturally give more time and effort to its implementation.

Finally, the authors hold no grandiose illusions that this course of study will cause all students to become crime resistant and more responsible as citizens. What the authors do believe is that a more concerted and continuous effort must be made to insure today's youth an opportunity to live happily and safely in a democratic society. If, through these efforts, others come to the same conclusion, then through cooperative efforts, today's adult generation will leave an everlasting legacy which will insure the high ideals of a democratic nation.

PROGRAM OVERVIEW

CRIME RESISTANCE STRATEGIES

tips

K

- examining personal feelings and those of others
- introducing the concept of responsibility
- seeking positive solutions to conflict
- emphasizing safety rules and the police officer as a helper
- dealing with strangers
- learning names and addresses
- learning what to do when lost

1

- comparing feelings with those of others
- being responsible
- seeking positive solutions to conflict
- learning the necessity for rules
- emphasizing safety
- introducing the concept of authority
- dealing with strangers
- instructing in the emergency use of the telephone
- introducing simple and safe home security measures

2

- comparing feelings and emotions
- investigating causes of feelings and emotions
- learning varying job responsibilities
- investigating cause and consequence of conflict
- investigating the necessity of rules and the concept of authority
- learning the duties of a police officer
- dealing with strangers
- learning descriptive details
- using the telephone for safety
- extending the knowledge of home security methods

3

- examining attitudes and values
- expressing and comparing values
- developing a desire to be responsible
- explaining positive solutions to conflict
- understanding necessity for rules and laws
- extending the concept of authority
- explaining safety procedures in dealing with strangers
- learning safe reporting methods
- identifying personal and home property
- reviewing bicycle safety

4

- relating values and attitudes
- exploring how people and things influence attitudes and values
- extending concept of authority
- explaining laws and their functions
- learning the hierarchy of authority
- developing an understanding for the need for authority
- introducing "crime resistance," "victim" and "vulnerability"
- reporting crimes and suspicious behavior
- learning places in which students are vulnerable
- solving conflict positively

5

- comparing attitudes and values
- ranking values
- understanding consequences of personal actions
- understanding that conflict is inevitable and seeking non-violent solutions
- making and applying rules and laws
- exploring authority and authority figures
- reviewing stranger danger
- learning a citizen's responsibility for reporting crime

6

- learning that rules and laws are based on values and needs
- accepting the necessity of rules, laws and authority
- identifying attitudes toward authority
- learning positive solutions to conflict
- testing effective settlement of conflict
- examining the seriousness and prevalence of crime

7

- defining victim and vulnerability
- explaining the effect of victimization
- dealing with strangers
- protecting against consumer dangers
- introducing "victimless crimes"
- reviewing home security measures
- learning babysitting skills
- identifying signs of child abuse and neglect
- examining peer pressure
- differentiating between a prank and a crime
- identifying vulnerability to crime in school

8

- accepting responsibility to report crime
- understanding role of law enforcement in resisting crime
- learning responsibility of a witness
- learning the process of juvenile justice
- investigating society's responsibilities to its members
- considering the concept of "unwritten rights"
- exploring possibility of a police state

CONTENTS

UNIT I - UNDERSTANDING SELF AND OTHERS 1
Program Introduction 2
Feelings 3
Responsibility 5
Conflict 7
UNIT II - UNDERSTANDING SOCIETY 15
Rules 16
Authority 23
UNIT III - UNDERSTANDING SAFETY AND CRIME RESISTANCE 27
Protective Strategies 26
SUPPLEMENTARY MATERIALS 35
Student Reading List
Films and Filmstrips
Glossary

To The Teacher:
Use of the Packet

Each packet is divided into major units. At the beginning of each unit a statment of PURPOSE is presented to clarify the central message that should be emphasized in the lessons. Learning OBJECTIVES are also presented to identify the knowledge and skills that the student should obtain from the unit.

To reach the stated objectives, the activities appearing in capital letters on the first page of each unit are recommended. It is important for the teacher to read through all recommended activities prior to implementation so the full scope and relationship of the activities are understood. Student worksheets, provided at the end of each unit, may be duplicated for distribution. Whenever there is a worksheet, it will be shown in reduced form in the teacher's section with instructions for its use and answers inserted when applicable. It is essential that discussion material included in the teacher section be shared with students.

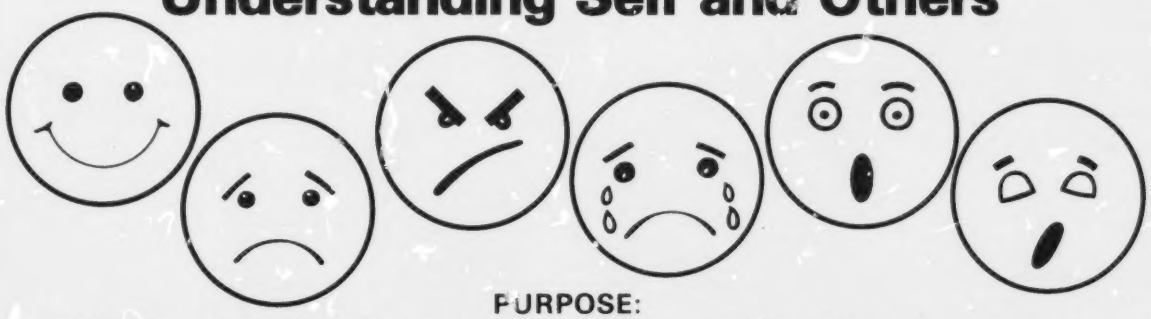
Activities on the unit page listed below those in capital letters are follow-up and meant to reinforce and augment objectives. Teachers are encouraged to review all follow-up activities prior to implementation and select those that seem most appropriate. Student worksheets are presented in the same way as in recommended activities.

In the back of the packet, a student reading list, a list of suggested films and filmstrips with accompanying discussion questions, and a glossary of terms used in the TIPS program are provided.

- this symbol denotes additional suggestions to teachers.

UNIT I

Understanding Self and Others



PURPOSE:

Criminal and quasi-criminal acts are prevalent in society. Although most young students are rarely involved in criminal activity, all are potential victims and law-breakers. When attitudes and feelings toward rules, laws, authority, conflict resolution and citizenship responsibilities develop negatively, the results are likely to be more misbehavior, criminal activity, and victimization.

In Unit I, better conduct and more responsible behavior are encouraged through examination of feelings (attitudes/values) of self and others. Emphasis is placed on the individual's responsibility for personal behavior.

OBJECTIVES:

- The student will be able to recognize the emotions of happiness and sadness through interpretation of facial expressions.
- The student will be able to define the term "responsible".
- The student will be able to give examples of situations which cause conflict.

PROGRAM INTRODUCTION**

FEELINGS

YOUR FACE SHOWS YOUR FEELINGS (language experiences)
HOW DOES THIS PERSON FEEL? (categorization)*
Feelings Game (game)*
Movement Expresses Emotion (creative movement)

RESPONSIBILITY
WHAT IS RESPONSIBILITY? (poem and discussion)**
Sing A Song Of Responsibility (pantomime)

CONFLICT

CLASSROOM CONFLICT (role play)
Name Calling Hurts Feelings (discussion)

*STUDENT WORKSHEET Provided

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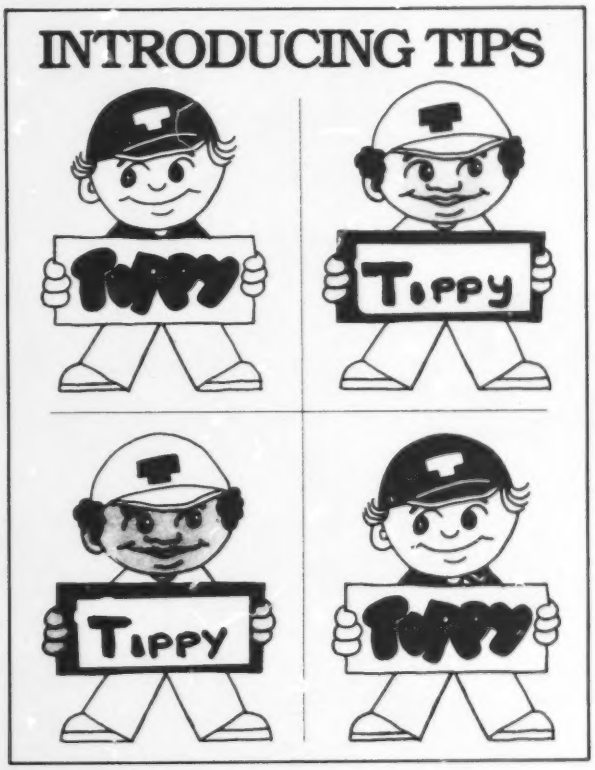
Program Introduction

INTRODUCING TIPS
(STUDENT WORKSHEET Page 9)

Purpose: To introduce the TIPS Program to students and parents



TIPPY is a friend who reminds students of the protective measures they will be learning. **Have students become acquainted with TIPPY by:**

- duplicating the worksheet and providing each student with a picture. Color, cut out, and make TIPPY into a puppet by mounting on a popsicle stick.

and/or

- enlarging and making a classroom-size poster.

DISCUSS:

1. What is a tip?
   - a tip can be money paid to someone
   - a tip can be the point of a pencil
   - a tip can be something told to someone to help

TIP: a hint told to someone to help them

2. What kinds of "tips" will we be learning this year?
   - tips about doing jobs
   - tips about good ways to show anger
   - tips about rules in school and at home
   - tips about using the telephone in an emergency
   - tips about dealing with strangers

3. Why do you think our friend is called TIPPY?

Duplicate the Parent Letter for students to share with family.
(STUDENT WORKSHEET Page 10)

Dear Parents:

During this school year we will be using the TIPS Program in our class. This program will help students learn about safety and protection. It also teaches students to better understand themselves and others. The program promotes better citizenship and encourages greater responsibility.

Specifically, at the kindergarten level, we will be:

- discussing why we have different feelings;
- talking about responsibility;
- discussing conflict we sometimes have with self and others;
- discussing safety rules and the police officer as a helper;
- learning safety tips in regard to strangers; and
- learning our names and addresses and what to do when lost.

We believe home/school cooperation in topics such as these is vitally important. Many of you may have already discussed these with your children, and we hope to reinforce your teaching. Please encourage your child to discuss with you the things being learned in the TIPS Program.

Feel free to contact me if you have questions.

Thank you.

Sincerely yours,

Teacher

Teacher may choose to have this letter put on school stationery and duplicated.

FEELINGS

YOUR FACE SHOWS YOUR FEELINGS

Purpose: To demonstrate that facial expressions reflect emotions

Using study prints or magazines, find pictures showing people whose faces show different emotions. Have students identify how the person feels in each picture.

DISCUSS:

Do you think the people are: happy, sad, angry, tired, hurt, scared, sleepy, etc.?

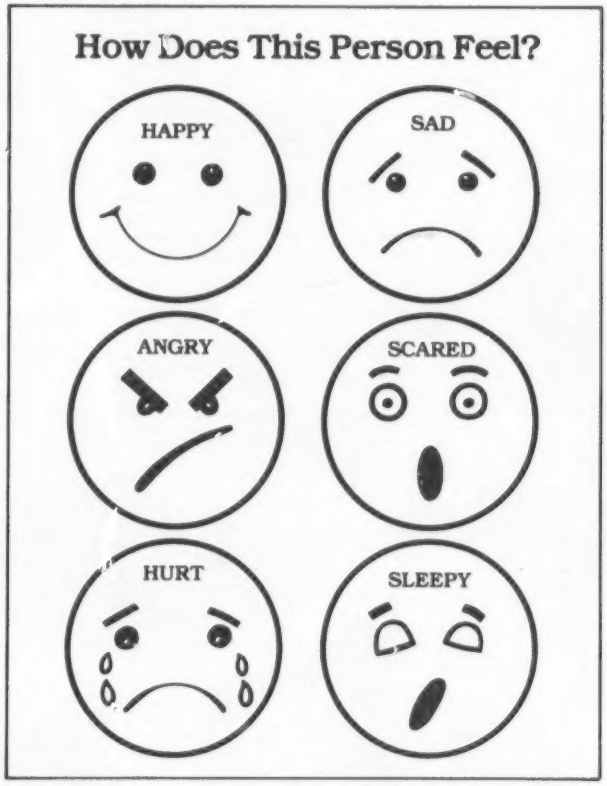
- How can you tell?
- Why do you think they feel this way?
- Can you make your face show how this person feels?
- Is it all right to feel this way?
- Is it a good or bad feeling?

Teacher's Notes...

HOW DOES THIS PERSON FEEL?

(STUDENT WORKSHEET Page 11)

Purpose: To recognize different feelings through facial expressions



Cut out a set of faces from the worksheet and display in a convenient place. Put pockets underneath them. Discuss the emotion that each of the faces might represent.

Using study prints or magazines, find pictures showing people whose faces show various emotions (the pictures from the preceding activity can be used). Have students place the pictures in the pockets which show similar feelings. Once all the pictures have been placed in the pockets, allow each student to express a time when he/she felt this emotion. Be sure to emphasize that everyone feels these various emotions at times.

- Use the pictures to make a happy/sad collage.
- Use pictures for individual or group language experience stories.

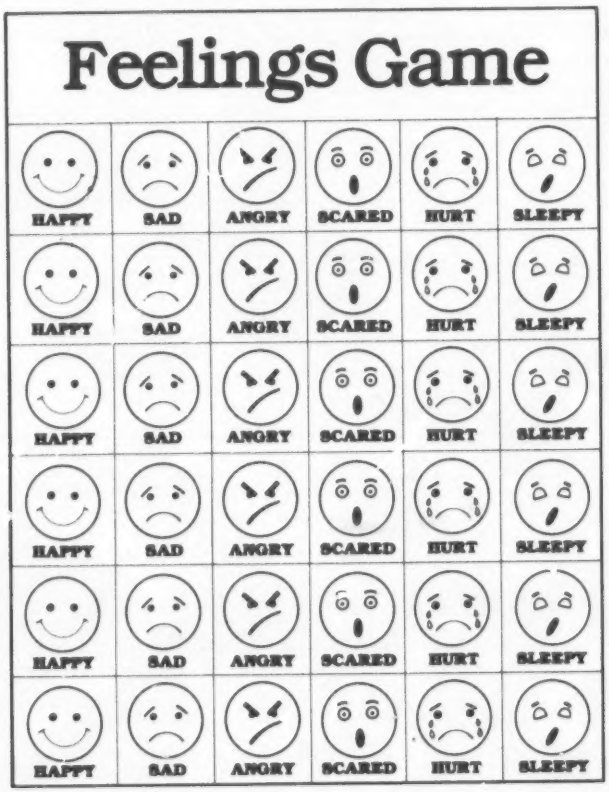
Feelings Game

(STUDENT WORKSHEET Page 12)

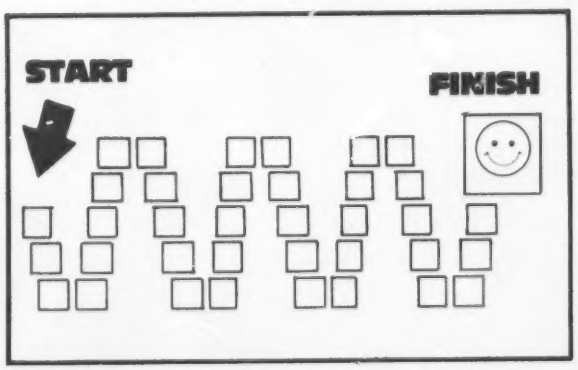
Purpose: To allow students to express causes of various emotions

Instructions for preparing the game:

1. Reproduce two copies of the student worksheet and cut out all the faces.



2. Paste or attach faces from one copy in random order on a playing board, making sure a smiley face appears last. (See illustration.)



3. Use the faces from the second copy as playing cards.

Instructions for playing the game: (two students)

1. Mix up playing cards and place face down in a pile.
2. Students take turns picking up a card and placing it on the **first** matching face on the board. Students should name a time when he/she might feel this emotion — e.g. I might be scared when it thunders.
3. The player who gets to the last smiley face on the board wins the game.

Students will enjoy this game throughout the year.

Movement Expresses Emotion

Purpose: To allow students to express emotions through movement to music

Play music of different moods. Students may dance, do body movements, finger paint, or wave colored streamers to show how the music makes them feel.

Place a large sheet of paper on a bulletin board so that it can be reached by the students. Give each student a crayon and tell them to draw on the paper according to how the music makes them feel.

RESPONSIBILITY

WHAT IS RESPONSIBILITY?

Purpose: To introduce the concepts of responsibility and being a responsible person

Discuss with your students the jobs they do at home. If some students can not think of any jobs, ask them if they dress themselves or pick up their toys. **Read the following poem and ask students what jobs this person has at home.**

I help at home
I sweep the floor
I dust the table
I go to the store
I beat the eggs
And sift flour for cake
Then I help eat
All the good things we make.

All of these jobs are called RESPONSIBILITIES. When we carry out a responsibility, we are being RESPONSIBLE.

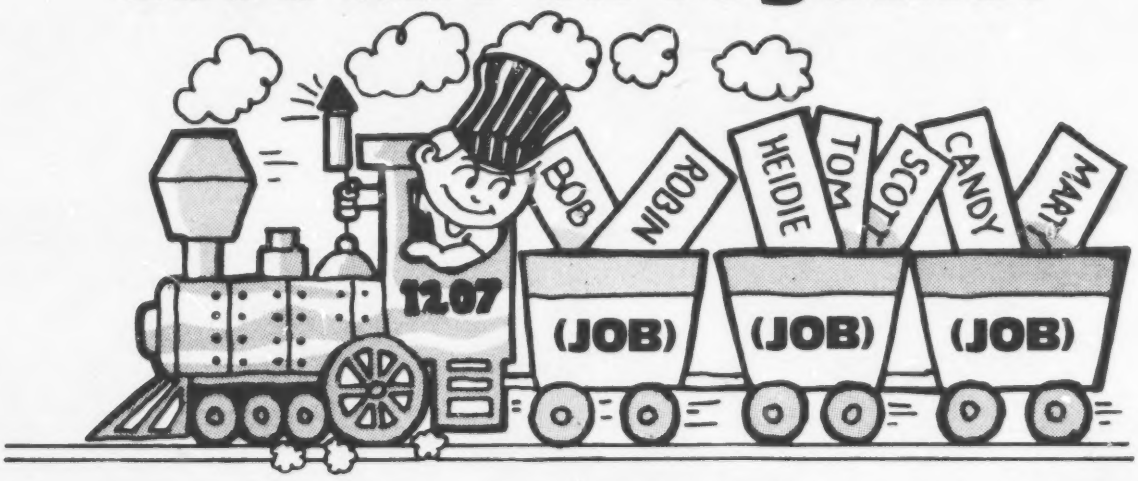
RESPONSIBLE: carrying out a job or doing what you are expected to do

DISCUSS:

If you are going to be a RESPONSIBLE person, what would you do if I told you to:
- put away the blocks?
- wipe off the table where you ate?
- hang up your hat and coat?
- bring back your library books to school?
- put away the kickball when you finish playing?
- wash the paint brushes?
- cover your clothes before you paint?
- carry your lunch money in a safe place?

If you are going to be a RESPONSIBLE person, what would you do if your parents told you to:
- go to bed when the babysitter tells you?
- change your clothes after you come home from school?
- put away your toys and clothes?
- dress yourself?
- catch the bus on time?
- come home right after school?
- watch over your younger brother or sister?

Let's All Pull Together



Let's All Pull Together

Purpose: To give students experience in accepting responsibility

Make a bulletin board such as the one shown above.

Decide what types of classroom jobs would be appropriate for students e.g. washing boards, keeping room picked up, taking roll to office, passing out paper or crayons, etc. **Label each boxcar with a job. Print**

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students' names on cards and allow students to place cards in the job of their choice. Change the names each day until all students have had a chance to carry out a responsibility. Emphasize the importance of carrying out the responsibility.

Make a chart with the students' names on it. Place a star or smiley face beside each name when the student has done a good job of carrying out a responsibility.

Home Responsibilities

(STUDENT WORKSHEET Page 13-14)

Purpose: To emphasize the importance of accepting and meeting responsibilities at home

DISCUSS:

1. What duties or chores do students have at home?
2. What happens if they fail to carry out responsibilities?
3. What responsibilities do other family members have at home?
4. What would be some problems if family members did not meet responsibilities?

Staple together the Parent Letter and Home Responsibility Chart and distribute to students. Have students draw a picture in the box to make it more personal. Have them sign their name.

Dear Parents,

At school we shall be concentrating on the concept of responsibility. Because we believe that the project will be more effective with your cooperation, we are hoping you will emphasize the importance of assuming responsibility at home.

If you have not already done so, perhaps you and your child can decide on some suitable tasks which can be accomplished entirely by the child e.g. feed the family pet, straighten room, etc.

We are enclosing a chart which we would like you and your child to use at home. Help your child fill in the particular chores for which he is responsible. Check them each day as tasks are completed. Please sign and return to your child's teacher at the end of a week.

Thank you very much for your cooperation.

Sincerely yours,

I know what this letter is about. I would like you to help me.

Student's signature

tips

Home Responsibility Chart

tips

DAYS OF THE WEEK	DUTY 1 DESCRIBE:	DUTY 2 DESCRIBE:	DUTY 3 DESCRIBE:
SUNDAY			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

Send the letter and responsibility chart home and ask students to return the chart after one week. When students return charts, discuss the different responsibilities and how students carried them out.

Prepare a chart for each student to identify responsibilities of other family members.

Student's Name	My Job	Mother's Job	Father's Job	Others
Susie	Feed pet	Grocery shop	Washcar	etc.

Sing A Song Of Responsibility

Purpose: To reinforce concept of responsibility

This song is sung to the tune of "Here We Go 'Round the Mulberry Bush." As students are singing about each responsibility, they may pantomime the actions.

This is the way we **dress ourselves,**
Dress ourselves, dress ourselves,
This is the way we **dress ourselves,**
So responsible are we.

This is the way we **pick up toys.**
put blocks away.
brush our teeth.
go to bed.
stand in line.
hang up coats.
carry books.

Use other responsibilities you wish to emphasize, and perhaps add a different verse each week.

CONFLICT

CLASSROOM CONFLICT

Purpose: To find acceptable ways to express anger in times of conflict.

Have students role play one or more of the situations below. After each situation is played, discuss the following questions. Be sure to accept all anwers.

DISCUSS:

1. Has this problem ever happened to you?
2. Did it make you angry?
3. If you were angry, what did you do? (Repeat some of the answers, and ask if some actions are better than others for showing angry feelings. Have the students tell why.)
4. What is the best way to show your anger?

Situation 1 — Pushing In Line

Line up three students in front of the class. Have them pretend that they are waiting in the lunch line. Have a fourth child break into line and push some of the other students.

Situation 2 — Knocking Down Blocks

Have two students begin building a block structure in front of the class. After several blocks have been stacked, have a third child knock down the blocks.

Situation 3 — Taking Away A Toy

Have two students start to play with a toy. Have another student grab it and take it away.

Situation 4 — Scribbling on Someone Else's Work

Have one student sit at a desk and begin to draw something. Have another student come up with a crayon or magic marker and put a big line in the middle of the first student's paper.

Allow students to think of other situations for role playing — e.g. Who will be first in line, what game to play next, etc.?

Name Calling Hurts Feelings

Purpose: To promote empathy for the feelings of others

Below are some situations in which name calling occurs. **Read each situation and substitute pupils' names for A and B.** Include any other derogatory names your students may use when teasing or name calling.

I. A and B are walking to school. B can't walk as fast. A turns around and says," B , you're a SLOWPOKE!" B , how does this make you feel?

II. A and B were playing on the swings. B fell off and skinned his/her knee and started to cry. A yelled, "Get up you CRYBABY!" B , how does this make you feel?

III. A and B were walking past an empty house. A wanted to go in and play, but B said "NO!" A hollered, " B , you're just a SCAREDY CAT!" B , how does this make you feel?

IV. A and B were playing with the blocks and trying to build a fort. B accidentally knocked it down. A yelled at B , "You're STUPID, and I'm never going to play with you again." B , how does this make you feel?

V. A and B were lining up. A pushed in front of B, and B told the teacher. A said," I was here first!" B said, "No, you weren't." A said,"You're a LIAR!" B , how does this make you feel?

Invite students from upper classes to come into your room to help demonstrate some of the conflicts listed above. Use the older students as ones who take advantage of the younger ones.

Teacher's Notes...

INTRODUCING TIPS

STUDENT WORKSHEET

Dear Parents:

During this school year we will be using the TIPS Program in our class. This program will help students learn about safety and protection. It also teaches students to better understand themselves and others. The program promotes better citizenship and encourages greater responsibility.

Specifically, at the kindergarten level, we wil be:

- discussing why we have different feelings;
- talking about responsibility;
- discussing conflict we sometimes have with self and others;
- discussing safety rules and the police officer as a helper;
- learning safety tips in regard to strangers; and
- learning our names and addresses and what to do when lost.

We believe home/school cooperation in topics such as these is vitally important. Many of you may have already discussed these with your children, and we hope to reinforce your teaching. Please encourage your child to discuss with you the things being learned in the TIPS Program.

Feel free to contact me if you have questions.

Thank you.

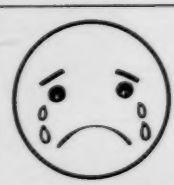
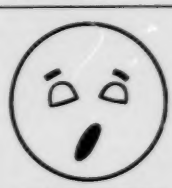
Sincerely yours,

Teacher

How Does This Person Feel?

STUDENT WORKSHEET

Feelings Game

HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY
HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY
HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY
HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY
HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY
HAPPY	SAD	ANGRY	SCARED	 HURT	 SLEEPY

Dear Parents,

At school we shall be concentrating on the concept of responsibility. Because we believe that the project will be more effective with your cooperation, we are hoping you will emphasize the importance of assuming responsibility at home.

If you have not already done so, perhaps you and your child can decide on some suitable tasks which can be accomplished entirely by the child- e.g. feed the family pet, straighten room, etc.

We are enclosing a chart which we would like you and your child to use at home. Help your child fill in the particular chores for which he is responsible. Check them each day as tasks are completed. Please sign and return to your child's teacher at the end of a week.

Thank you very much for your cooperation.

Sincerely yours,

_____

I know what this letter is about. I would like you to help me.

_____

Student's signature

Home Responsibility Chart

DAYS OF THE WEEK	DUTY 1 DESCRIBE:	DUTY 2 DESCRIBE:	DUTY 3 DESCRIBE:
SUNDAY			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

UNIT II

Understanding Society

PURPOSE:

Rules, laws, and authority are essential for the establishment and maintenance of order. Compliance with rules, laws and authority is often difficult because individuals perceive them as restrictions rather than means to safety and harmony.

In this unit, emphasis is placed on understanding the necessity for rules, laws, and authority in order to promote more positive attitudes toward them. Better attitudes lead to greater acceptance and more willing compliance to reasonable rules, laws, and authority.

OBJECTIVES:

- The student will be able to define the term "rule".
- The student will be able to identify two responsibilities of a police officer.

RULES
ALL ABOUT RULES (discussion)
LET' PLAY TRAFFIC LIGHT (art and discussion)*
Traffic Light Game (creative movement)
Traffic Light Game (game)
Safety Signs (identification)
Sign Safety Game (game)
Sandy - The Safety Doll (roll play)

AUTHORITY
WHO AM I? (riddle and discussion)
Put the Officer Together (art)*
The Police Officer (rhythm)
Speakers

*STUDENT WORKSHEET Provided

RULES

ALL ABOUT RULES

Purpose: To introduce the concept of rules

DISCUSS:

1. Has anyone heard the word "rule"? What is a rule?
   RULE: something written or said that tells us how to act
2. What are some things we know about rules?
   - Rules are everywhere.
   - Rules are made for everyone to follow or obey.
   - Rules are made to keep you healthy and safe.
   - Most often rules are made by people who are older such as: parents, teachers, babysitters, principals.
   - Everyone can help make rules.
3. What are some rules that we need in our classroom? playground? cafeteria? library? bathroom? hallway? etc.

You may want to illustrate some of these rules and place them around the classroom. The following are examples:

Color:
Outer circle and bar red
Man black
Remainder white

Color:
Outer circle and bar red
People black
Remainder white

Make a chart of school rules.

4. What safety rules should we obey when walking to and from school or to the school bus stop?
   - Obey all traffic signs and signals

   NOTE: Children may be confused as to which light should be green when they are to cross the street. Be sure to demonstrate either by taking them to a real traffic light or by using a model of one.
   - Take the shortest and safest route to and from school or the bus stop.
   - Where there are no sidewalks, walk on the left side of the road facing traffic.
   - Cross streets only at corners or where the bus driver or crossing guard tell you.
   - Check the traffic in both directions and watch for turning cars before crossing the street.
   - Walk and do not run across the street.
   - Wait in a safe place off the main street or road.
   - Stand back from the street or road when the bus arrives. Give the driver room to stop.

5. What safety rules should we obey when boarding, riding and unloading the bus?

The following verses can be sung to the tune of "The Wheels On the Bus".

1) The children at the bus stop **line right up, line right up, line right up.** The children at the bus stop **line right up** Ev'ry school day morning.
2) The children on the bus just **sit right down,** etc.
3) The children on the bus **talk very softly,** etc.
4) The children at the school **walk off the bus,** etc.
5) Now the children on the bus are **Safe at School,** etc.

Invite a school bus driver to discuss the rules to follow while riding the school bus.

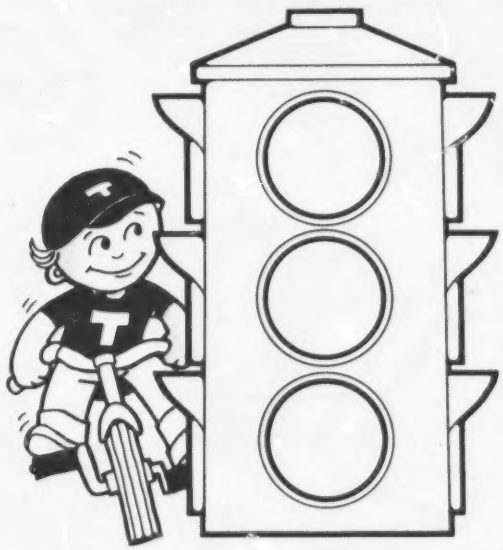
LET'S PLAY TRAFFIC LIGHT

(STUDENT WORKSHEET Page 25)

Purpose: To introduce the traffic light as a symbol of rules

NAME _____

Traffic Light Game



Give each student squares of red, yellow and green construction paper. Show them how to cut a circle out of each square. After the three circles have been cut out, say, "When I call out STOP, you are to hold up the red circle. When I call out GO, you are to hold up the green circle. If I say WAIT, hold up the yellow circle." After playing the game, give each student a worksheet or a plain sheet of paper and have the students paste their circles on it so that it resembles a traffic light.

DISCUSS:

1. Where do we see traffic lights?
2. Why do we need traffic lights?
3. What does a traffic light tell us to do?

Teach the following poem. (Students may memorize.)

Red on top and yellow below
Red means stop, and yellow means slow
Only on green can you go, go, go.

Traffic Light Game

Purpose: To remind students of the traffic light rules

Have several traffic signals made with the red light showing on one side and the green light on the other. Let students take turns holding the traffic lights, turning the signal from one side to another. Encourage your students not to turn the signal too rapidly. **Allow the other students to move around the room as if they were cars. If a student fails to obey the signal, they must park their cars (sit down).** The teacher may act as the police officer and watch for violators. Those who obey the traffic signals could be given a "good driver" badge such as the one shown.

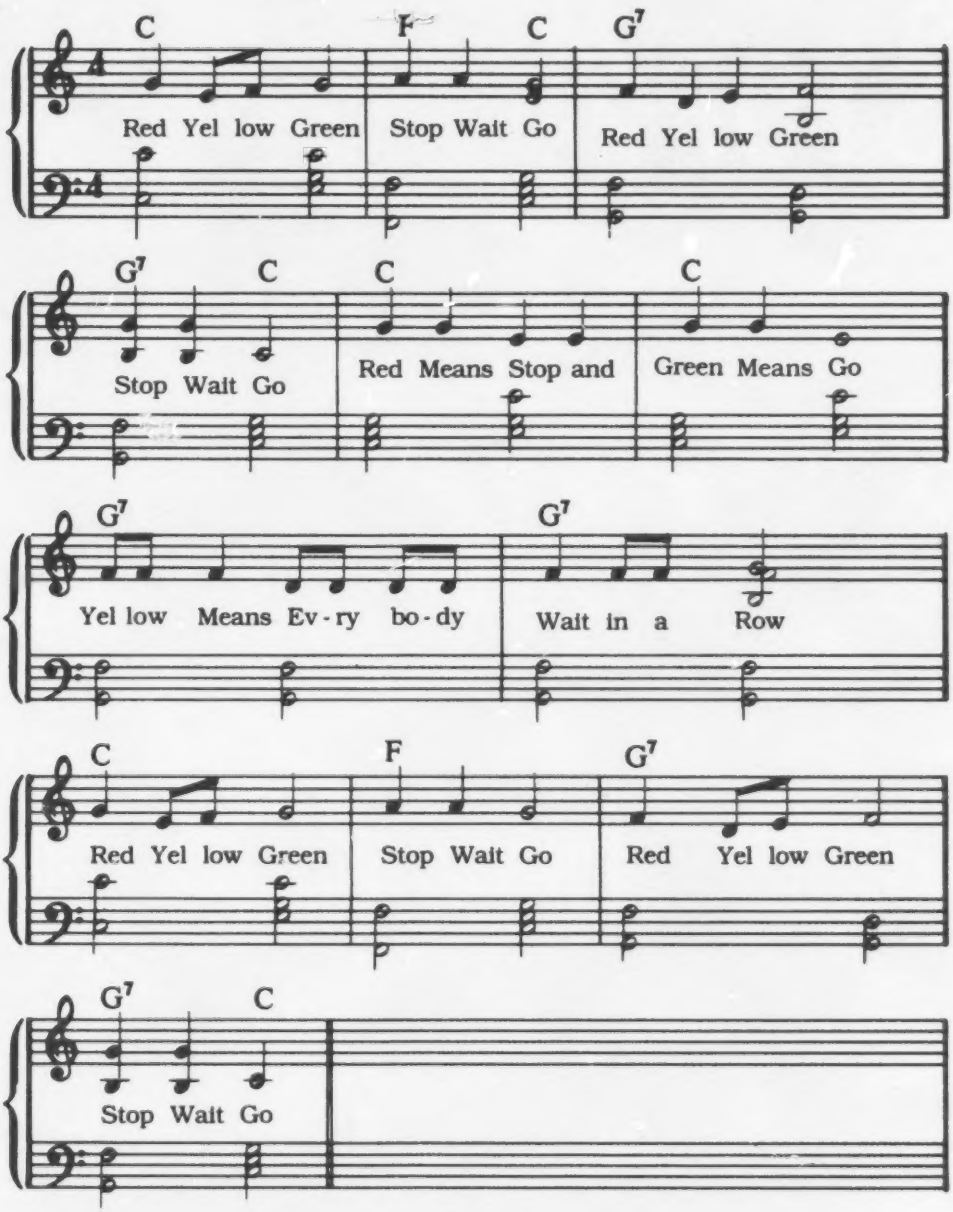
A different way to make the traffic signals is to draw a traffic light on tagboard. Cut out the circles and paste red, yellow and green cellophane paper behind the holes. Students can shine a flashlight through each color to make the lights change.

Teacher's Notes...

Traffic Light Song

Purpose: To reinforce traffic light rules

Sing the song while playing the Traffic Light Game in the preceding activity. Perhaps the music teacher can help.

Red, Yellow, Green - Stop, Wait, Go

C F C G7
Red Yel low Green Stop Wait Go Red Yel low Green
G7 C C C
Stop Wait Go Red Means Stop and Green Means Go
G7 G7
Yel low Means Ev-ry bo-dy Wait in a Row
C F G7
Red Yel low Green Stop Wait Go Red Yel low Green
G7 C
Stop Wait Go

Safety Signs

Purpose: To introduce signs as symbols of rules

Obtain or make the following safety signs. You may wish to make these signs large enough to be visible throughout your room or they may be hung as mobiles.

red with white letters

white with black letters and X

red with white triangle and red letters

yellow with black lines and people

DISCUSS:

1. What do these signs mean?
2. Are these rules?
3. Does everyone have to obey them?
4. Are they important?
5. What could happen if people did not obey the signs?

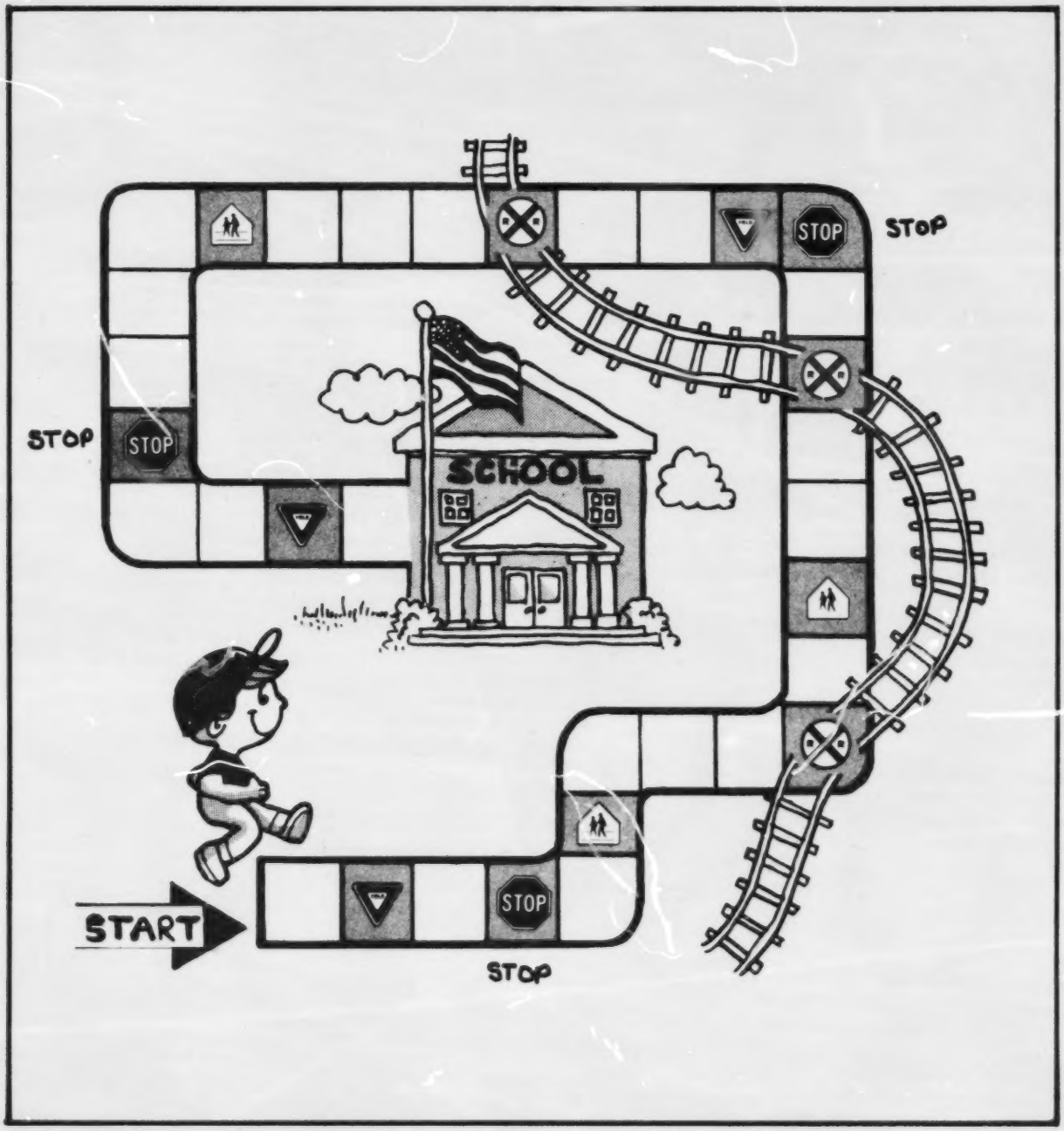
Wooden traffic signs can be purchased for use with this activity. Check catalogs.

Teacher's Notes...

Sign Safety Game

Purpose: To reinforce traffic signal rules

Trace and cut out three sets of the signs from the preceding activity. Make a game board with squares leading from home to school! (see suggested game board below.) Paste the signs on some of the squares. Each player should have a marker. Taking turns, each player throws a die and moves the number of spaces indicated. If the player lands on Stop or RR, a turn is lost. The first one to reach school wins the game.



Sandy — The Safety Doll

Purpose: To emphasize the need for safety rules

Obtain a doll, a puppet or a stuffed animal, which can be used for a long period of time. Introduce Sandy (male or female) as a new student in your class who doesn't know any safety rules. Tell your class that everyone is going to try to help Sandy become a safe student. Every few days put some type of bandage on Sandy (band-aids, slings, rolled bandages, handkerchief around head, etc.). You may even wish to paint bruises or scratches on Sandy. **Explain each time a new bandage appears that Sandy has forgotten a safety rule and was hurt. The following situations may be used to promote discussion on what happens when we forget our safety rules.**

- Sandy left toys on the steps and tripped over them going to catch the bus.
- Sandy forgot to stay seated on the bus and got knocked down by an older student.
- Sandy forgot to look both ways before crossing the street and got hit by a car.
- Sandy took a shortcut through the woods and fell in a big hole.
- Sandy slid down the sliding board head first and received a head injury.
- Sandy tilted back in the chair and fell.
- Sandy spilled water on the floor, forgot to clean it up and slipped on it.
- Sandy climbed on a table, jumped off and sprained an ankle.
- Sandy was running down the hall and bumped into someone else.
- Sandy took off shoes at recess and stepped on some glass.
- Sandy walked in front of a moving swing, and it knocked out a front tooth.
- Etc.

You may use other situations which suit your class needs in the reinforcement of safety rules. Allow your students to role play a teacher or a parent instructing Sandy in safety practices.

Adapted: Crime Resistance Media Program, Indian Creek Elementary School, (DeKalb County, Georgia: 1977).

Teacher's Notes...

AUTHORITY

WHO AM I?

Purpose: To introduce students to the various jobs of a law enforcement officer

Read the following riddle to the students and have them answer it.

Who Am I?

I am a friend of children.
I blow my whistle to make cars stop.
I help the children cross the street.
I help children who are lost.
Who am I?

DISCUSS:

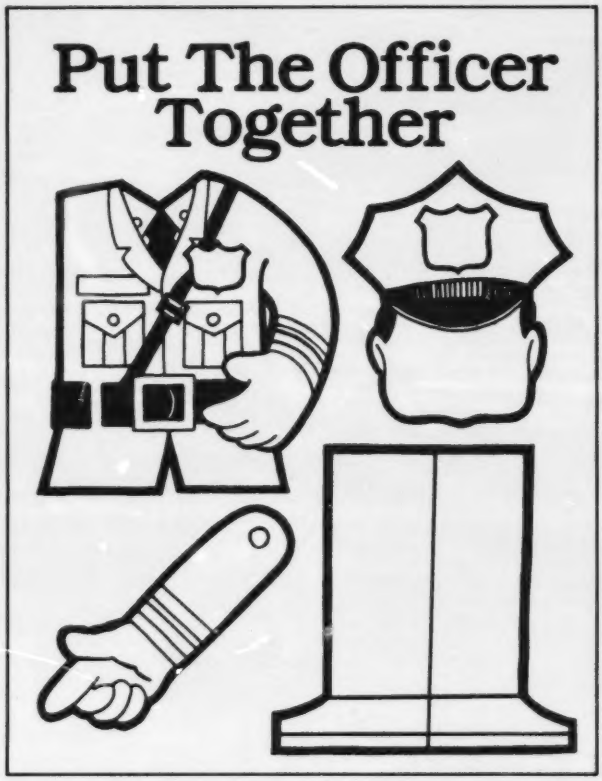
1. Who has ever seen a police officer?
2. What was the officer doing?
3. Was the officer a man or a woman?
4. What kinds of jobs does a police officer do?
   - helps us to cross streets
   - keeps cars and people moving in the right directions
   - helps lost children get home
   - stops cars that are going too fast
   - gives information to people who need it
   - protects our lives and property
5. Is the police officer our friend?
6. Should we obey a police officer?

Invite a police officer to discuss his job, how he helps children and how children can help him.

Put the Officer Together

(STUDENT WORKSHEET Page 26)

Purpose: To reinforce the image of a law enforcement officer as a friend



Distribute the worksheet and a piece of construction paper to each student. Have the students identify each part of the body. After students draw a face on the head, have them cut out all the parts using the heavy dark lines as guides. Except for the arm, paste the police officer together on the construction paper. Using a brad, have the students fasten the arm in place. This will enable the students to move the arm. Ask students to put the arm in different positions and tell what the officer is doing.

By mounting the pieces on tagboard this makes a jigsaw puzzle to put in a learning center.

Obtain discarded uniform from local police station or sheriff's office to use in the dress-up corner.

Use policemen made out of popsicle sticks to act out this poem.

The Police Officer

Purpose: To emphasize that law enforcement officers are friends

THE POLICE OFFICER

I'm a happy police officer (smile, point to self)
Standing tall and straight. (stand tall)
I direct the traffic. (motion cars to "go")
And tell the cars to wait. (hold up hand for "stop")
I help the children (point to self, then measure "height" of children)
And grown-ups, too. (measure "height" of adults)
If you get in trouble,
I'll help you. (point to friend and nod)

Adapted

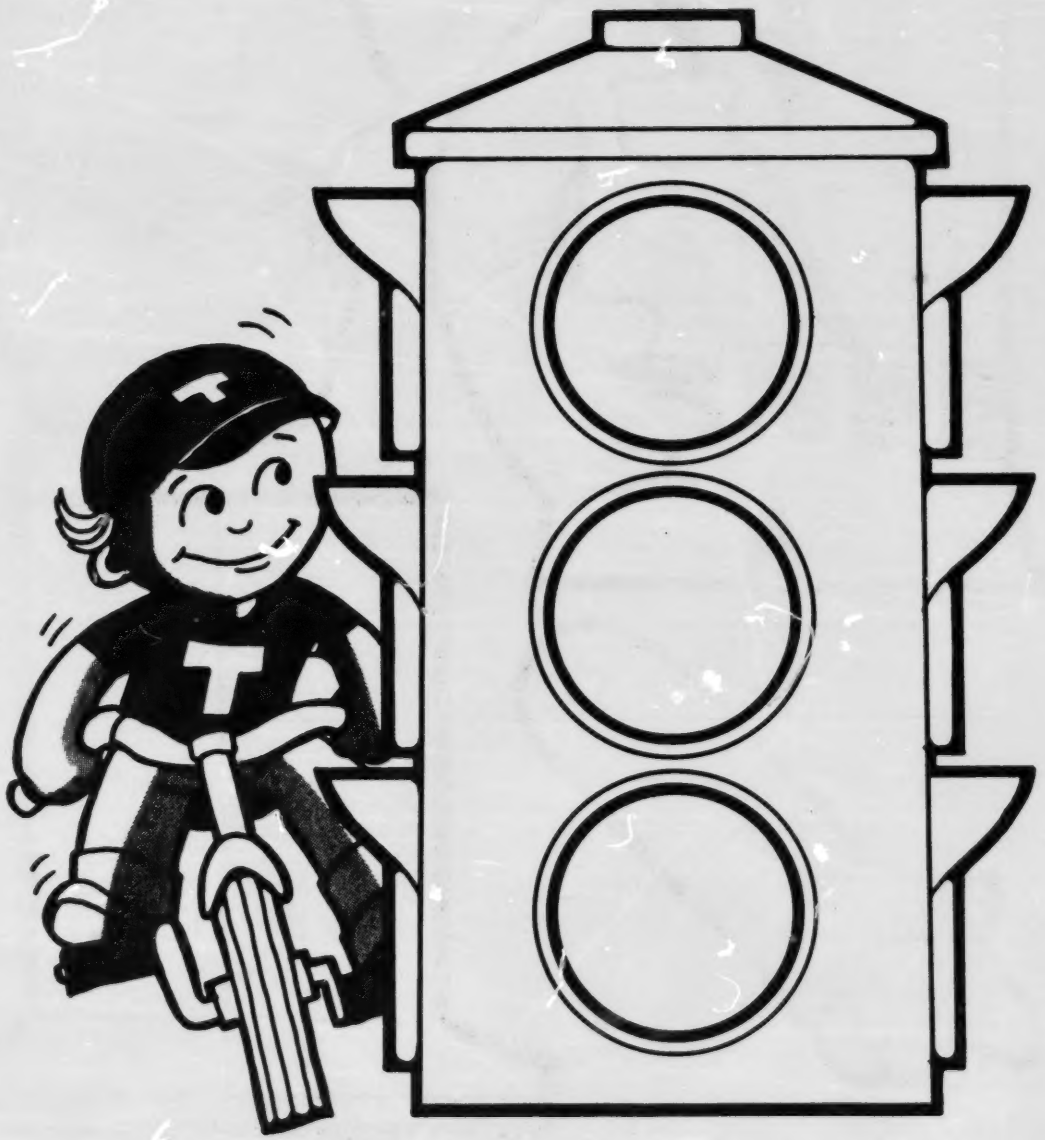
Speakers

- police officer to discuss his job, how he helps children and how children can help him
- traffic crossing guard to discuss safety rules to follow while crossing the street
- school bus driver to discuss rules to follow while riding the school bus

Teacher's Notes...

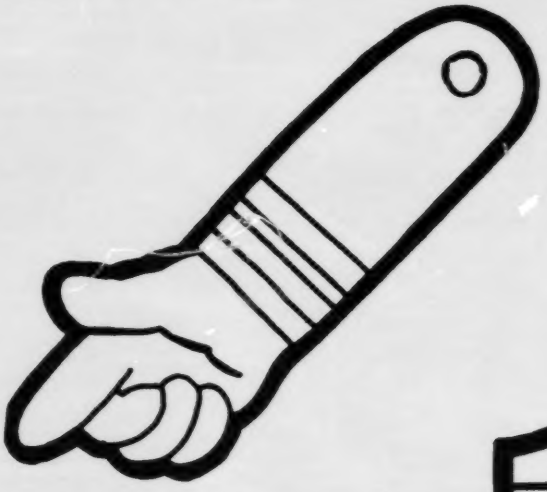
NAME _____

Traffic Light Game



STUDENT WORKSHEET

Put The Officer Together



STUDENT WORKSHEET

UNIT III

Understanding Safety and Crime Resistance

PURPOSE:

Every citizen has a responsibility to take protective measures against criminal activity. One way to reduce victimization is through the concept of crime resistance. CRIME RESISTANCE is an attitude which manifests itself when students and others accept greater responsibility to become less vulnerable to crime.

This unit helps students learn simple and safe procedures (protective strategies) for home, school and community.

OBJECTIVES:

- The student will be able to identify the term "stranger".
- The student will be able to give first and last name and home address.
- The student will be able to dial "operator".

PROTECTIVE STRATEGIES

STRANGER DANGER (teacher information)
IDENTIFYING FRIENDLY STRANGERS (picture discrimination)
Gidant Steps to Safety (Game)

KNOWING YOUR NAME AND ADDRESS (memorizing)
If I Were Lost (answering)

DIALING "O" (emergency dialing)
Reward Badge (motivation)

CHILD ABUSE AND NEGLECT (teacher information)
REDUCING VANDALISM (teacher information)

PROTECTIVE STRATEGIES

STRANGER DANGER
Teacher Information

Purpose: To provide the teacher with background information related to youth and stranger involvement.

Students should develop caution where strangers are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of just who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses, storekeepers, etc.). **Students should be made aware that many strangers are kind and need not be feared.** However, there are some strangers who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers. The following concepts are important and appropriate for young students.

1. Most strangers act friendly, but there are some who are not our friends. Even adults cannot always tell friendly strangers from other strangers.
2. We should stay away from strangers until they are approved by a parent or teacher, a trusted authority, or whoever is in charge of us.
3. Friendly strangers offering gifts or candy are not to be considered as friends. Student's first reaction should be to leave the scene and go to a safe place. They should tell the nearest authority (teacher, friend, parent, police officer or babysitter).
4. Never accept rides from strangers, go near or get into their car for any reason. It is necessary that students learn to distinguish between rides offered by strangers, no matter how friendly.
   a. Refuse the ride, get away from the car and continue on your way.
   b. If the stranger keeps following, run or walk away in the opposite direction of the car. The car cannot reverse direction easily.
   c. If still followed, run and yell to attract attention.
   d. Find a busy store or a house where someone you know lives.
   e. Later, with a friendly adult to help, report any such persistent follower to the police.
5. Students should never stop to speak to strangers if they ask for directions. Discuss where students can find emergency help on the way to school with special reference to the immediate area. Encourage students to walk with a friend, but to take suitable precautions when walking alone. It should be emphasized that students should never get so near a stranger that they can be touched by them.
6. Students should know their full name and address but should never give them to a stranger. Students should understand that if they are lost and cannot find their way home, they need to look for help. The teacher should emphasize the kinds of people to look for in different situations when lost.
7. Students should always play or walk where they can be seen by other people or the person in charge. If possible, a student's route to school should not lead past abandoned buildings, woods or through vacant lots which cut them off from public view. If such hazards are unavoidable, students should be encouraged to walk with friends and not to loiter. Shortcuts should be discouraged.
8. Never allow a stranger into your house. Students should be instructed if a stranger knocks on their door, they should not open the door, but run and get an adult or an older brother or sister to answer the door for them.

NATIONAL CHILD SAFETY COUNCIL
The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with strangers. Check your local phone directory or call your local law enforcement agency to obtain the phone number or name of the NCSC representative in your area. You may also write to:

NATIONAL CHILD SAFETY COUNCIL
3146 Francis Street
Jackson, Michigan 49203

IDENTIFYING FRIENDLY STRANGERS

Purpose: To teach that all "friendly" strangers are not friends

DISCUSS:

Use teacher information in "Stranger Danger".

1. Does anyone know what a "stranger" is?
   — STRANGER someone they do not know.
2. Who do we know that is not a stranger?
   — Immediate relatives, friends of the family, and certain people in authority such as police, teachers, clergy, nurses, firemen, storekeepers, etc.
3. Are all strangers our friends?
   — No
4. Who are some strangers who are our friends and helpers?
   — Police officers, fire fighters, nurses, doctors, clergy, mail carriers, bus drivers, etc
5. How can we tell these "friendly strangers" from other strangers?
   — Sometimes they wear uniforms and help us in their work. Sometimes friendly strangers do not wear uniforms.

Obtain study prints from your library (or magazine pictures) of community helpers and other people in general and display in random order so that all students can see them. Ask the children to identify the people who are "friendly strangers". BE SURE THAT STUDENTS UNDERSTAND THAT ALL SMILING PERSONS ARE NOT NECESSARILY "FRIENDLY STRANGERS" EVEN THOUGH THEY LOOK FRIENDLY. See if students can identify the jobs which the "friendly strangers" do in their community.

Giant Steps to Safety

Purpose: To provide an opportunity for decision making in dealing with dangerous strangers and situations

DISCUSS:

1. What does it mean when I say something is the "right" thing to do?
   — It is something that I should do.
2. What does it mean when I say something is the "wrong" thing to do?
   — It is something I should not do.

Ask the students simple "right" or "wrong" questions to assure that they understand the process. Allow the students to answer.

example:

— Chocolate ice cream is white. (wrong)
— Cats' babies are kittens. (right)

Mark off a base line and a goal line. Line your students at the base line. Tell them that you are going to read a sentence. If the sentence is something they should do, they are to answer "right". If it is something they should not do, they are to answer "wrong". If the student answers correctly, give directions as to how many steps to take forward (giant steps, bunny hops, baby steps, etc.). If students answer incorrectly, they may not move forward. The student who reaches the goal line first wins the game. Each child is read a different statement. Here are some suggestions.

— You should take candy from strangers.(wrong)
— You should not talk to strangers. (right)
— You should play or walk where you can be seen by others. (right)
— You should let strangers into your house. (wrong)
— Some strangers are not our friends. (right)
— If a stranger bothers you, you should tell a grown-up. (right)
— Police officers are our friends. (right)
— It is good to go places by yourself. (wrong)
— Police officers help you if you get lost. (right)
— You should always speak to strangers. (wrong)
— You should not take gifts from strangers. (right)
— You should always walk with a friend if possible. (right)
— It is good to play by yourself after dark. (wrong)
— You should leave your lunch money on your desk. (wrong)

KNOWING YOUR NAME AND ADDRESS

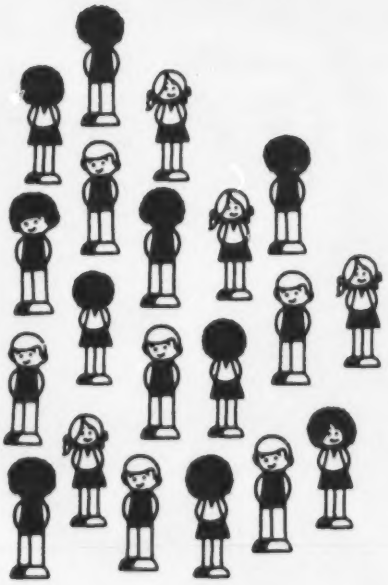
Purpose: To have students memorize their names and addresses

Before starting this activity, a letter should be sent home to parents stating that your students will be working on learning their names and addresses. Emphasize the importance of this should a child get lost. Ask the parents to assist you in this activity by practicing with their child at home.

Call the roll using students' last names. Have each student answer by standing up and giving his first and last name. Give help if necessary. Use this activity for several days until you feel that the majority know their names. (Do not accept nicknames.)

Repeat this activity having the students respond with their address instead of their name. In rural areas you may wish to ask for road numbers instead of mailing addresses.

If you were lost, and all alone, what would you do to find your way HOME?



Give each student two sheets of paper. On one sheet have students draw a picture of their home. On the other, draw a picture of themselves. On one bulletin board, post the home pictures. On another board, post pictures of students. As students learn to tell their names and addresses, allow them to take drawings of themselves and pin on the drawings of their homes.

BEST COPY AVAILABLE

If I Were Lost

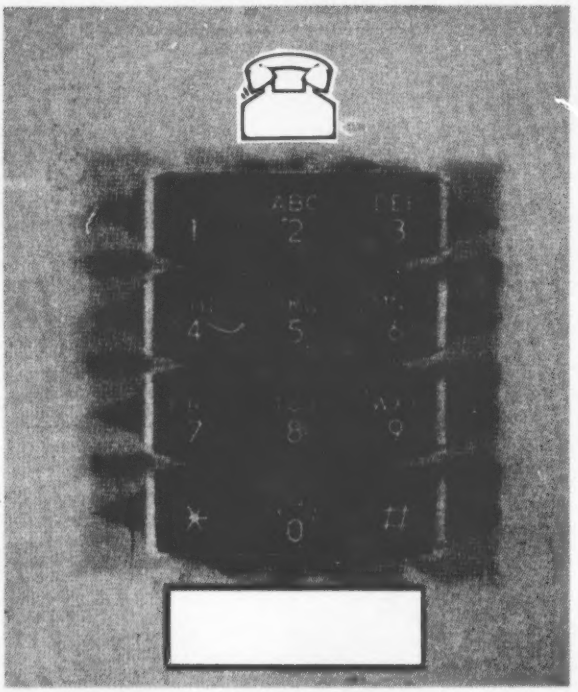
Purpose: To emphasize the necessity of knowing name and address

DISCUSS:

1. What does it mean to be lost?
2. To whom should you go if your are lost?
   – Look for a police officer or other uniformed person.

After you are sure that your students understand what being lost means, say the following rhyme to each student. Have each student reply with "My name is _____and I live at _____.

If you were lost,
And all alone.
What would you do,
to find your way home?



DIALING "O"

Purpose: To provide practice in dialing for help in an emergency

Using poster board, make large telephone dials as shown below. Use these to teach students to dial "O" for help in case of an emergency. If possible, provide students with play phones or real phones (disconnected) for practice. Be sure students understand that real phones at home are not toys and should be used only with parents' permission or in cases of emergency.

Discuss situations when it might be necessary to dial "O".

- Your mother has fallen down and hurt herself.
- You are home alone and a fire starts. (Get out of the house! Go to a neighbor and call for help.)
- You are home alone, and a stranger comes to the door and will not leave.
- School has let out early. When you and your brother get home, no one is there. Your brother cuts himself.

Make up any other situations which you think the class might encounter.

Your telephone company may be able to provide you with telephones to use for practice in your classroom.

Reward Badge

Using the pattern below, make badges as rewards for students who demonstrate good safety practices.

These badges may be given for such things as:
- knowing full name
- knowing address
- knowing stranger rules
- demonstrating any other safety practices

CHILD ABUSE AND NEGLECT
Teacher Information

Purpose: To encourage teachers to report suspected child abuse and neglect

Child abuse and neglect are serious and growing problems in today's society. More and more states are requiring, under penalty of law, that alleged abuse and neglect cases be reported by certain professionals. It is extremely important for teachers to have information about child abuse and neglect.

It is highly recommended that teachers become familiar with local policies and regulations and fully understand obligations.

The intent of the information furnished below is to offer teachers general direction. Check with your immediate supervisor to determine specifics for your locality.

What is an abused or neglected child?

"Abused or neglected child" shall mean any child less than eighteen years of age whose parents or other person responsible for his/her care:

1. creates or inflicts, threatens to inflict, or allows to be created or inflicted upon such child a physical or mental injury by other than accidental means, or creates substantial risk of death, disfigurement, impairment of bodily or mental functions;
2. neglects or refuses to provide necessary care for his health; provided, however, that no child who in good faith is under treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination shall for that reason alone be considered to be an abused or neglected child;
3. abandons such child; or
4. commits or allows to be committed any sexual act upon a child in violation of the law.

Code of Virginia, Title 63.1, Chapter 12.1, Section 63.1 - 248.1 - 63.1 248.17 (1975 Revised)

What are some identifying signs of possible abuse?

1. bruises, abrasions, old-healed lesions, burns, scalding
2. evidence of dislocations, fractures
3. unexplained injuries
4. shows evidence of dehydration and/or malnutrition without obvious cause
5. unusual fearfulness
6. repeated injuries
7. evidence of sexual abuse

What are some identifying signs of possible neglect?

1. malnourished, ill clad, dirty
2. ill and lacking essential medical care
3. denied normal experiences that produce feelings of being loved, wanted, secure and worthy (emotional neglect)

4. failing to attend school regularly
5. constantly tired, "run-down"- possibly exploited or overworked.
6. emotionally disturbed due to constant friction in the home, marital discord, mentally ill parents
7. exposed to unwholesome and demoralizing circumstances - e.g. excessive drinking and/or drunkenness

Who reports alleged cases of abuse or neglect?

1. Any person who witnesses or suspects child abuse or neglect should report the incident.
2. Certain professionals are required by law, under penalty, to report alleged cases of abuse and neglect (i.e. doctors, nurses, teachers).

To whom should reports be made?

1. If you are a teacher, make your report to school authorities.
2. There is a Child Abuse Center in most cities and states. Anyone who suspects child abuse is taking place should contact this center. You DO NOT have to give your name, only the location and the abuse which you think has occurred.

REDUCING VANDALISM
Teacher Information

Purpose: To promote student participation in reducing vandalism

Vandalism is an ugly and growing problem. Few school buildings and other public buildings completely escape the vandal's mark.

The reasons why people vandalize are many and complex. However, the sources of vandalism are not so complex. Many acts of vandalism are committed by those who have developed negative attitudes toward rules, laws and authority. Vandalism is one way to "strike back." Through peer pressures and other inducements, casual acts of vandalism become more commonplace and occur with more frequency.

One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When given a choice, young students will generally choose cleanliness and order over unkempt conditions. People generally conform to the conditions around them. If things are disorderly, people feel no need to be orderly. If, on the other hand, cleanliness and orderliness prevail, one is likely to feel a need to maintain that condition.

When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will likely decrease. Active and continuous participation at every grade level will promote positive attitudes toward cleanliness and orderliness. As more positive attitudes are nourished and developed, they are likely to transfer to home and community.

DISCUSS:

(Adapt terminology to students' age and maturity levels.)

1. Do you like things around you to be clean or dirty? How does it make you feel when things are dirty? Clean?
2. What are some improvements we can make in our room? School building? Grounds?
3. How can we make sure each of us do the things necessary to keep things clean and orderly? (The last two minutes of each day devoted to cleaning and organizing the room will afford consistency and perpetuate positive attitudes.)

Supplementary Materials

Unit I

Student Reading List

Beim, Lorraine and Jerrold Beim, **Two Is a Team**. New York: Harcourt, Brace and Jonvanovich, 1945. (responsibility and cooperation)

Bonsall, Crosby, **Mine's the Best**. New York: Harper-Row, 1973. (feelings)

Brenner, Barbara, **Faces**. Toronto: Clarke, Irwin and Company, Limited, 1970. (individual differences)

Cohen, Miriam, **Tough Jim**. Riverside, N.J.: McMillan Press, 1971. (class discipline)

Cohen Miriam, **The New Teacher**. Riverside, N.J.: McMillan Press, 1971. (class discipline)

Gibson, Myra T., **What is Your Favorite Thing to Touch?** New York: Grossett and Dunlap, 1965. (individual differences)

Hamada, Hirosuke, **Tears of the Dragon**. New York: Parents' Magazine Press, 1967. (individual differences)

Hamada, Hirosuke, **Little Mouse That Tarried**. New York: Parents' Magazine Press, 1967. (consequences)

Hoban, Russell, **Best Friends for Frances**. New York: Harper, Row Publishers, 1969. (conflict)

Simon, Norma, **I Was So Mad**. Chicago: Albert Whitman and Company, 1974. (anger)

Viorst, Judith, **Alexander and the Terrible, Horrible, No Good, Very Bad Day**. New York: Atheneum Publishing Company, 1972. (consequences)

UNIT II

Student Reading List

Brown, David, **Someone Always Needs a Policeman**. New York: Messner, 1972. (roles of a police officer)

Leaf, Munro, **Fair Play**. New York: J.B. Lippincott, 1958. (necessity for rules)

Films and Filmstrips

SCHOOL BUS SAFETY AND COURTESY

— 16 mm — 15 min. — Oxford Films — 1974

This film is designed to develop positive attitudes toward school bus safety rules. It discusses riding and pedestrian safety, respect for private and public property, and respect for authority.

DISCUSS:

1. What needs to be done on your bus and at your bus stop to make it safer for you?
2. How should you dress in bad weather so that you can be seen while walking?
3. When you get off the bus, should you walk in front or behind the bus? Why?
4. What are some rules we should follow while riding the bus?

SUGGESTED ACTIVITIES:

1. Make up some more verses to the song "The Wheels on the Bus".
2. Invite a bus driver to come in to discuss major problems and concerns.
3. Have students cut out a school bus and put their bus number on it to help them remember which bus they ride.

UNIT III

Student Reading List

Joyce, Irma, **Never Talk to Strangers**. Racine, Wisconsin: Western Publishing Company, Inc., 1957. (stranger danger)

Leaf, Munro, **Safety Can Be Fun**. New York: J.B. Lippincott, 1961. (necessity for safety rules)

Films and Filmstrips

PATCH THE PONY — filmstrip — 15 min. — Singer

This sound filmstrip shows the dangers in dealing with strangers. Patch warns the students, "Neigh, neigh, from strangers stay away." Follow-up activities are included in the guide.

Film Distributors

OXFORD FILMS
1136 N. Las Palmas Avenue
Los Angeles, California 90038
SINGER
1345 Diversey Parkway
Chicago, Illinois 60614

Glossary

BOLD PRINT — indicates teacher definition
light print — indicates a simplified student definition

AUTHORITY — **POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR**
— being the boss, leader; able to tell others what to do

CONFLICT — **OPPOSING BELIEFS, INTERESTS, OR ACTIONS**
— a problem to be solved either with self or others

FEELING — **AN ATTITUDE OR EMOTION TOWARD SOMEONE OR SOMETHING**
— what we believe or think about someone or something

RESPONSIBLE - **RELIABLE, TRUSTWORTHY**
— carrying out a job or doing what you are expected to do

RULE — **SOMETHING WRITTEN OR SAID WHICH TELLS US HOW TO ACT**
— something written or said which tells us how to act

SAFETY — **PROCESS OF REDUCING OR AVOIDING VICTIMIZATION**
— keeping away from places or people that will harm us
— acting so we will not get hurt

STRANGER — **SOMEONE WE DO NOT KNOW**
— someone we do not know

TIP — **AN ITEM OF HELPFUL INFORMATION**
— a hint told to someone to help them